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A

COURSE OF LANGUAGE STUDY

IN OUTLINE

BY

GORDON A. SOUTHWORTH

AUTHOR OF "NEW LESSONS IN LANGUAGE" AND "ENGLISH
GRAMMAR AND COMPOSITION"

WITH COMMENTS ON SPECIAL FORMS OF
LANGUAGE TEACHING

οὐ πολλὰ ἀλλὰ πολὺ

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SUGGESTIONS FOR TEACHERS

ON THE

USE OF METHODS IN LANGUAGE TRAINING.



READING.

It is likely that reading in school helps a child more than any other single form of language instruction. When taught to the best advantage and used as an *exercise*, it quickly develops the habit of getting thoughts out of a printed page, and so prepares one for general outside reading. It of course imparts knowledge, and serves as a model for the communication of it.

There should be an abundance of interesting and instructive selections, touching upon various subjects, and adapted to the attainments of the learner. Children understand much that they cannot well express; but if questioning has made it certain that the meaning of a paragraph just read is clearly understood, the reader or some classmate should be called upon to reproduce it at once in his own words. This will take more time than the reading itself, but its influence on the quality of the reading will soon be apparent, and it is obviously useful in developing the power to catch a thought and then express it. At the end

of the exercise some one may give the gist of the whole lesson, or at another time all may be required to reproduce it in writing.

This system of reading and reproducing orally and in writing, if continued through the whole school course, will make an important part of one's education.

COPYING.

Those who are learning to write, first copy *script* models, so as to get the forms of letters and of words; then they copy ordinary *print*, where, amidst many details, they see how words and sentences are grouped upon a page in lines, paragraphs, and stanzas. It is one thing to form words with a pen: it is quite another to put them on a blank sheet of paper just where they ought to go, writing neatly, accurately, and in an orderly fashion.

This is the principal object to be attained in exercises for copying; but, directly or indirectly, they serve many other good ends. They prepare the way for understanding all the simple rules for capitals and punctuation; and we know that words often copied come to have a "natural look," which is a guide to correct spelling.

Selections in either prose or verse may be transcribed from the blackboard, from print, or from memory. At first, such exercises will be frequent; as occasional tests, they will always be useful; and to one who can see his own progress by comparing a former effort, they will be rather interesting.

When the proper writing materials are ready for use, the various directions for indenting, and so on, are to be given orally; and the copy must be the result of an honest

effort to write something legible, neat and accurate, even if it is not perfect in arrangement.

The paragraphs and the stanzas that are copied with toil and trouble in our school-days are apt to make a lasting impression upon us. Models that have been so carefully studied will not be altogether forgotten, and this makes it worth while to choose them only from the best.

DICTATION.

Writing from dictation is a step beyond copying from a model, and holds a high place in language work. It is like taking notes: you must have your wits about you, listen attentively to catch the thought, and be ready with the written form of it. New words and expressions become familiar, and the use of correct forms becomes habitual.

The exercise is one that ought to be used every day, even if we never pass the limit of four or five lines that are fresh and well adapted to the purpose.

Since the class, and not the teacher, must do the work of correcting so many daily exercises, the selections will have to be taken from one of the text-books, or else copied beforehand on the blackboard, and curtained till the writing is finished. The exercise may often have the form of a letter.

Suppose the slates or slips of paper are ready for work. The selection is first read through to show its general character. Then it is dictated *only once*, and with a pause at the end of each phrase, or clause, or line, only just long enough for writing it.

If all exchange their own copies with different members of the class at different times, and if all are urged to detect

what errors they can, the marking (which may be that given on page 197 of "New Lessons" or on page 7 of "Grammar") will show that we see the faults of others more easily than our own. After returning the copies, each member of the class will revise his own work by comparing it with the original, now first disclosed.

A rule for capitals or punctuation may occasionally be given; but the repetition of the same exercise at once, or after a day or two, will be the best way to profit by the errors made at first.

REPRODUCTION OF STORIES.

Stories in prose or verse afford excellent material for oral or written work, because children like to hear them and can easily understand and remember them. In reproducing a story there is nothing to be invented or hunted up, as in original composition; yet the process requires something more than a mere copy or repetition. One has the facts given to him properly arranged and well expressed, but he must draw upon his own resources in selecting words and forming sentences. Good stories are common and easy to find, and they may serve to teach morals as well as history.

Suppose one to have been chosen that is suited to the age of the children, is not too long, and is worth remembering. Let us outline a plan for using it.

The selection is read aloud once by the teacher or by one of the children. Then the teacher tells the story, varying the language but not the order of narration, — twice if *necessary*, but still in different words, always avoiding rhyme and poetic diction, that there may be no

memorizing of set forms. This done, questions are asked by the class or the teacher to make sure that the facts, descriptions, and allusions are thoroughly understood.

Now some member of the class tells the whole story orally, and is criticised by classmates and teacher for mis-statements or important omissions, for misuse of words, for giving the matter in bits instead of as a whole, or for "spoiling the story." Others give their versions and receive instruction or criticism as to the relative prominence of different parts.

Next, but more profitably at another session, all write the story from memory. Topical outlines (on the black-board) should be used sparingly: they do not sharpen the memory and may kill the life of the story. After criticism and correction, final copies may be made as in dictation exercises.

For variety, the selection may be put into the hands of the children to be read until they are familiar with it. It is no great task to make a collection of fifty short stories that may be written or cut out and pasted upon cards, and numbered for distribution in the class. After an interval long enough for all to read their selections two or three times, the cards will be collected, and each member of the class in turn will have a story to tell, or to write, correct, and copy as before.

THE USE OF PICTURES.

Good pictures of what is attractive and interesting to children may be used to advantage in language work. They stimulate the imagination and develop powers of observation and description.

In lower grades a single large picture of the right kind will serve the purpose; but, in general, each pupil should be supplied with a picture. This should form the basis of a conversation. At the outset the teacher will need to give help by questions, explanations, and suggestions. Such terms as right, left, centre, foreground, background, etc., must be understood.

The pupil will tell what he sees in the picture, beginning with the central or chief figure, and proceeding systematically. He will tell the relation of one part to another, and what the characters represented seem to be doing. Many suggestions will be needed to secure variety in forms of expression.

The imagination may be exercised, by giving names to persons, and by describing actions, incidents, and adventures presumably connected with them. In this way stories, more or less elaborate, may be told with the picture as a basis.

To stimulate thought and to secure an orderly arrangement of what is narrated, it is advisable to use questions, or sometimes an outline. [See "New Lessons in Language," pp. 54, 58, 77, 98, etc. Page 55, "English Grammar."]

LETTER WRITING.

As a means of training in purely original composition, letter writing claims our attention first. Like story telling, it is easy to begin with, and it is moreover an art that soon becomes practically useful and even necessary; for everybody that can write writes letters, and most persons write nothing else.

However much the matter may have been neglected, no

argument is needed to show that the ordinary forms and conventions of this the most common of the uses of written speech ought to be made familiar to all who study language in school.

The work will be examined and corrected by the class as in dictation exercises, and if we can succeed in developing a spirit of keen and kindly criticism, it will prove very effective against the worst errors in spelling, form, punctuation, and arrangement. Not a few awkward or ungrammatical expressions will, however, pass unnoticed, and such faults — the typical ones having been corrected on the blackboard — may be made the subject of a special lesson, during which the class shall do the correcting, and as far as possible give reasons for the changes made. The letters will then be carefully copied — twice, if need be, to make them perfect.

For variety, the letters of yesterday may be exchanged and answered, and within certain limits each one may be written and addressed to some classmate. It is a good plan to have genuine letters mailed occasionally to parents or friends; and a letter written at the beginning of the year may be kept for comparison with what can be done after a year's practice.

NARRATIVE WRITING.

The subject-matter of conversation and writing is for the most part personal experience or personal observation. We talk much about what we have done, seen, heard, or felt, adding possibly an opinion, a sentiment, or an inference.

The making of an orderly statement or record of events

is narration or *narrative writing*. As an element of letter writing it is itself the easiest and most common form of original composition.

In this form of language exercises subjects are assigned, and some suggestions about method and arrangement are given; but in the choice of language children are thrown upon their own resources, personal experience furnishing them with ideas.

It is imperative, however, that the ideas to be expressed be clear and definite; and if, for want of training, none but the most recent impressions are distinct enough to be recorded, the best results are likely to be got from exercises which provide for noting the course of an event with the view to reporting it afterwards. Accessible to every school there are places of historic importance, public buildings, mills, or something, to which a class may be sent, in groups of two or three, to get material for a written narrative of the visit made. They may use note-books, ask questions freely, get much useful information, and form habits of observation that will awaken an interest in many new subjects. The narrative will be worked up from an outline, and will of course contain some descriptive writing.

DESCRIPTIVE WRITING.

Narration and description, though closely allied and in practice hard to separate, are yet easily distinguishable. The one deals with action, the other with repose. In the former, the verbs mark the movement; in the latter, nouns and adjectives draw a picture. Purely descriptive writing is much the more difficult for children, since if one is to describe an object accurately, he needs wider knowledge,

closer observation, and a larger — often a technical — vocabulary.

Practice, however, is a valuable teacher, and may lead children to observe closely, to study the relations of parts, to see likenesses and differences, and to choose exact expressions. But there is need to give instruction and guidance: merely to assign a complex object, and call for a description of it, would generally waste time. At first, such an object, or some representation of it, ought to be *seen*, then studied and classified as to appearance, form, size, location, structure, parts, characteristics, habits, uses, history, value, etc. All these judgments should be arranged in logical order under suitable headings, that the description may be clear, and that habits of methodical treatment may be formed.

The greatest gain will come not from hurrying over a number of exercises, but from carefully completing in the right way a single one that is adapted to its purpose.

ORAL *vs.* WRITTEN WORK.

Is not the importance and the dignity of oral work in language often underestimated? Do we not need to talk well, as much as to write well; and, as a test of culture, does not the English that we speak count for more than that which we write?

It is the greater formality, not the relative importance, of written speech, that betrays us into comparative neglect of what the name *language* implies. The same words, to be sure, and the same syntax, serve for both; but, —

(1) The custom of adding to one's available vocabulary can seldom be left to writing, and never to reading; we

do not get possession of a word till we hold it ready for use.

(2) Children must learn to select the appropriate word *on the instant*; writing always lets us take our time.

(3) Only by oral practice can we master the principles of agreement and concord, and catch the true spirit of English idiom.

(4) Pronunciation and inflection are more worthy to be studied than the arbitrary and formal rules of spelling and punctuation, to which they correspond; and

(5) Why should we not strive as much for purity of tone as for the humble excellence of calligraphy?

AN

OUTLINED COURSE OF LANGUAGE STUDY

FOR PRIMARY AND GRAMMAR SCHOOLS.



GENERAL STATEMENT.

1. The work of eight or nine years is to comprise study of the best models of written language suitable for the several grades, together with exercises to develop the language faculty; so that the learner, while encouraged to vigorous thinking, may express his thought willingly and readily in simple, correct, well-chosen language—whether oral or written.

2. Though language is in itself an object of study, it must be remembered that the acquisition of language as a medium of expression constitutes a part of the teaching of every other subject. The material for thought may be furnished by such studies as form, color, number, the natural sciences, geography, history, etc. The time, therefore, assigned to these latter subjects will be used partly in getting material and developing thought, and partly in expressing thought in language. All studies, therefore, furnish useful knowledge, and are the natural means for developing those powers upon which the language faculty depends. They are the necessary basis of language training.

3. Language is the oral or written expression of *thought*; in all language exercises, *mental impressions* must precede thought, as expression follows it. The sequence is—*Observation, thought, expression.*

4. Do not ask a child to talk or write upon a subject until by observation, conversation, questioning, reading, etc., there is formed a clear and logical arrangement of ideas in his mind.

5. The purpose of all language teaching is:—

(a) To develop and train the language faculty by observation and practice, so that the pupil may speak and write with facility; and

(b) To secure and confirm in him the graces of language. Among these, as secondary or minor points to be considered, are:—

IN SPEECH.

Purity of Tone.
Distinctness of Utterance.
Correctness of Pronunciation.
Suitable Inflection.
Right Choice of Words.
Freedom from Solecisms and
Inelegancies.

IN WRITTEN LANGUAGE.

Good Penmanship.
Forms of Letters and Arrangement
of Matter.
Correct Spelling.
Punctuation.
Correct Inflected Forms.
Freedom from Solecisms and Inelegancies.

6. Every exercise in school in which words are used should be made to aid in language training. Exercises in *oral* language should always precede those in *written* language. Reading, form, elementary science, geography, history, and arithmetic will furnish constant opportunities for practice in most forms of language work.

7. In recitations, encourage the children to talk freely. Do not repress them by constant criticism of their man-

ners and forms. Secure propriety gradually, but not at the expense of the utmost freedom.

8. Accustom the child to use a sentence rather than a phrase in answering. Keep only correct forms before the eye during the imitative years, but drill constantly on the forms that should replace the common improprieties of speech.

9. In teaching language, use should be made of such exercises as are indicated below : —

Copying.

Writing from Dictation.

Reproduction of (1) Stories : $\left\{ \begin{array}{l} \text{heard ;} \\ \text{read.} \end{array} \right.$

(2) Anything that is read : $\left\{ \begin{array}{l} \text{aloud ;} \\ \text{silently.} \end{array} \right.$

(3) Memorized selections.

Oral and written narratives —

Making stories from pictures : (1) oral ; (2) written.

Letter writing : (1) social ; (2) business.

Personal experience.

Biography.

Historical events.

Descriptions, oral and written.

Use of synonyms ; definitions.

Paraphrasing.

10. That the class may have thorough *Reviews*, the teacher is to become familiar with what is taught in previous grades.

11. Teachers should keep “Dictation Books” containing dictation lessons and other exercises. In this way the progressive character of the work may be shown, and reviews may be easily made. Exercises may be repeated and amplified as occasion requires.

12. Pupils may be trained from the outset to correct one another's written work, a uniform system of marking

errors being used. At first not all errors will be noted, but habits of close observation will be formed, and soon the number of mistakes detected will materially lessen the work of an overburdened teacher. One who attempts to correct all the written exercises of her pupils will probably give about one-tenth as many exercises as should be given.



FIRST YEAR.

Talking. — The teacher begins in any study with what the child knows.

Language training must begin with what the child can say.

Observation of common things is necessary for the forming of mental pictures and the stimulating of thought. Following this, the children should spend much time in talking about objects and about their experience with them. The talking vocabulary, which will rapidly increase, is to be made the written vocabulary. The child may (*a*) name objects, (*b*) state some quality, (*c*) describe some action, (*d*) relate some experience, etc.

Reproduction of Stories. — Short, simple ones, as told by the teacher.

Reading. — Of sentences (*a*) that have been used in the oral lessons above described and written on the board in the child's own vocabulary; (*b*) from reading charts; (*c*) from primers and first readers.

Teachers should keep lists of words in the order taught. They should also arrange them in phonic order, and should lead the children to recognize and give the elementary sounds that letters and combinations of letters represent. Teachers should keep lists of idioms taught, and of all phrases or sentences that may be useful for drill in sight reading and pronouncing exercises.

Written Language. — *Copying*: (*a*) The name and residence of the child from a neatly written card provided for the school; (*b*) short sentences from script on the board or in the book; (*c*) the individual letters as writing lessons.

Letter Forms: Capital (*a*) to begin a sentence; (*b*) to begin one's own names; (*c*) *I* for one's self.



SECOND YEAR.

I. ORAL LANGUAGE.

Talking. — Continue work of first grade: (*a*) names and qualities of animals and objects; (*b*) their actions and uses; (*c*) personal experiences; (*d*) descriptions of pictures.

Reproduction. — (*a*) Short stories, such as are met in supplementary reading; (*b*) the substance of the reading lessons; (*c*) memory gems.

Reading. — (*a*) From advanced first and easy second readers; (*b*) from supplementary readers.

Children are to be able to analyze words into their elementary sounds, and divide them into syllables; to build new words and pronounce words written with diacritical marks on the blackboard. The children should have pronouncing exercises every day to improve articulation, accent, and inflection.

II. WRITTEN LANGUAGE.

Copying. — (*a*) Short sentences from blackboard and readers; (*b*) words that are liable to be misspelled; (*c*) single letters in the writing lessons.

Letter Forms. — Capitals: (*a*) names of persons; (*b*) names of streets, cities, days of week, months.

Punctuation. — (*a*) Period or question-mark at the end of a sentence; (*b*) period after an abbreviation.

Abbreviations. — (*a*) Initial letters; (*b*) “Mr.” and “Mrs.” in writing parents’ names; (*c*) “St.” and “Ave.” with residence; (*d*) title with teacher’s name.

Word Forms. — The more common contractions.

Dictation. — Of short sentences involving only punctuation and capitals as already taught.



THIRD YEAR.

[Teachers will find more detailed suggestions given in “New Lessons in Language,” which may be put into the hands of children in this grade, especially in schools having the eight-year course.]

I. ORAL LANGUAGE.

Talking. — (*a*) Descriptions of pictures and objects; (*b*) personal experiences; (*c*) conversations among members of the class; (*d*) stories suggested by pictures.

Reproduction. — (*a*) The substance of the reading lessons; (*b*) memory gems; (*c*) science and information lessons; (*d*) stories.

Reading. — (*a*) Second readers; (*b*) supplementary, science, and geographical readers; (*c*) primary arithmetics.

Children should now be able to analyze and make out any new word, and to interpret the common diacritical marks. One reader or a good speller should be kept for a drill-book in spelling. Teach the spelling and the use of new words.

II. WRITTEN LANGUAGE.

Copying. — (*a*) Short sentences and stanzas ; (*b*) writing lessons, small and capital letters.

Letter Forms. — Teach that —

A capital begins a line of poetry.

The word O is a capital.

A capital begins a direct quotation.

Punctuation. — (*a*) Period ; (*b*) question mark ; (*c*) quotation marks in undivided quotations ; (*d*) apostrophe in contractions, and in singular possessives.

Abbreviations. — (*a*) Dr., A.M., P.M., Supt., Mass. ; (*b*) names of months in writing current dates.

Word Forms. — (*a*) Use the terms singular and plural ; (*b*) teach plurals in s ; (*c*) singular possessive forms ; (*d*) proper verb forms from copy and dictation lessons ; (*e*) contractions. p 19

[See “New Lessons in Language,” pp. 21, 24, 34, 35.]

Dictation. — An exercise every day.

Letter Writing. — The writing of short, simple, familiar letters in the latter part of the year.

[See “New Lessons in Language,” pp. 40-43.]



FOURTH YEAR.

[**Bracketed Subjects** to be taken in this year by such schools only as have the **eight-year** course.

“New Lessons in Language” to be in the hands of pupils in this grade.]

In this and subsequent grades the oral and written language work is to go on in parallel lines, as indicated in the

previous outlines. The material for thought and expression is to be found in the study of form, science, geography, history, arithmetic, and in reading lessons. Ideas must be clear; thought must take definite shape. Children must be given time to think of what they want to say before they speak or write: cultivate thoughtfulness and deliberation. Use the reading lessons in the same way, in both oral and silent reading. Call attention to good models of language. Let children learn "memory gems."

I. ORAL LANGUAGE.

Talking. — (*a*) Descriptions of objects, maps, pictures; (*b*) stories suggested by pictures; (*c*) reproduction from reading lessons and from information lessons; [(*d*) stories from history and other supplementary reading;] (*e*) conversations on social topics or points of common etiquette.

II. WRITTEN LANGUAGE.

Copying. — Sentences, paragraphs, and selections from prose and poetry.

Letter Forms. — Teach that "Proper names begin with capitals"; that "Italics are meant by underlining script."

Continue use of diacritical marks.

Punctuation. — (*a*) The comma, as in "New Lessons in Language," pp. 37, 49, 81.

(*b*) The apostrophe in plural possessives.

(*c*) The hyphen at the end of a line when a word is rightly divided.

[(*d*) Divided Quotations.]

Abbreviations as they occur in common use, and in geography and arithmetic.

Word Forms. — (*a*) Plurals in *es*.

[(*b*) The sixteen plurals in *ves*.]

[(*c*) The nine plurals without *s*.]

[(*d*) Formation of Possessives.]

Continue drill on verb forms and pronoun forms commonly misused. (See Index, "New Lessons in Language.")

Dictation daily.

Letter Writing. — Familiar letters. Folding of paper for insertion in envelopes. Envelope addresses.

[**Story Telling.** — In this grade children should become familiar with some of the best short classic stories. Encourage the reading of them in books belonging to class and public libraries.]



FIFTH YEAR.

Not for schools having the **eight-year** course.

[Of the work outlined below, all that is necessary to be done in "**eight-year**" schools is distributed in the work of the preceding and the following years, as there indicated by the **bracketed** parts. It will replace work not indispensable to those years.

"New Lessons in Language" to be in the hands of the pupils.]

I. ORAL LANGUAGE.

The best oral language work is done in connection with *reading, geography, science*, and other school lessons. "*Observation, thought, expression.*"

Pupils should first learn to *talk freely*. Afterward the graces of expression may be added as subordinate. Encourage free conversation about what is studied, especially about subjects of geography, history, and classic stories.

II. WRITTEN LANGUAGE.

Copying, occasionally from text-books to teach orderly and tasteful arrangement of written work.

Letter Forms.

Capitals in titles of books, etc.

Capitals in proper names (in connection with geography).

Capitals shown by doubly underlining script.

Practice in use of diacritical marks with dictionary.

Punctuation.

The comma as in preceding grade.

Quotation marks.

Abbreviations. — As they appear in current use in various studies.

Word Forms. — The sixteen plurals in *ves*.

The nine plurals without *s*.

Nouns ending in *o* form plurals in *s*. Teach as exceptions: *cargoes*, *calicoes*, *echoes*, *heroes*, *mosquitoes*, *motatoes*, *negroes*, *potatoes*, *tomatoes*, *törpedoes*, *volcanoes*, *vetoos*.

Drill upon possessive forms.

Continue practice in verb forms and pronoun forms. [See Index, "New Lessons in Language."]

Dictation. — Brief exercises involving capitals, punctuation, homonyms, daily throughout the year.

Letter Writing. — Familiar letters written, folded, enveloped, addressed, and even mailed, if creditable, — their subject matter to include *narrative* and *descriptive* writing, based on personal experience, geography work, and lessons in plant and animal life. Furnish *outlines* for letters, to secure orderly arrangement.

Story Telling. — In this grade children should become familiar with some of the best short classic stories. Encourage the reading of them in books from class and public libraries.

Choice of Words. — Synonymous words and phrases studied.



SIXTH YEAR.

Fifth Year in schools having the **eight-year** course.

[In “**eight-year**” schools the year’s work will include the subjects here given or referred to in **brackets**.

Pupils will use “New Lessons in Language.”]

The work of this year consists partly in *reviewing* and extending most of the forms and methods of previous grades. Attention must still be paid to —

Copying (occasionally),
Letter Forms,
Punctuation,
Abbreviations,

Word Forms,
Dictation,
Letter Writing,
Choice of Words,

in accordance with directions for previous grades. The difficulties presented and the work required must be adapted to the attainments of the pupils.

I. ORAL LANGUAGE.

Continue reproductions, descriptions, stories, and memorizing of choice passages. Use supplementary readers.

II. WRITTEN LANGUAGE.

[**Copying**, from all text-books, to teach orderly arrangement.]

[**Letter Forms.** — Capitals: in titles of books; in geographical proper names; indicated by *doubly* underlining script.]

Use of diacritical marks, with dictionary.

[**Dictation.** — Exercises comprising capitals, punctuation, homonyms, daily throughout the year.]

[**Word Forms.** — Nouns ending in *o* form their plurals in *s*. Teach as exceptions: *cargoes*, *calicoes*, *echoes*, *heroes*, *mosquitoes*, *motatoes*, *negroes*, *potatoes*, *tomatoes*, *torpedoes*, *volcanoes*, *vetoed*.]

Letter Writing in connection with geography and history; business letters. [Follow outline for Fifth Year work.]

Narrative Writing in connection with history and biography. The historical reading of the class may be utilized by reproducing simple stories of American history. The story must be understood, made the basis of questioning, and told orally, before any attempt is made to write it. Use a simple outline to secure orderly and logical arrangement; avoid non-essentials.

Descriptive Writing in connection with geography and elementary science. Qualities of objects, their material, use, etc. Outlines.

[**Choice of Words.** — Practice in selecting the right word or phrase among several different expressions.]

Study and Use of Synonyms; use of dictionary.

Paraphrasing of phrases and of short sentences.

Technical Grammar. — Subject and predicate; the parts of speech.

SEVENTH YEAR.

Sixth Year in schools having the **eight-year** course.

[The numbers used in the following outlines refer to "English Grammar and Composition," with which pupils are to be supplied.]

ORAL AND WRITTEN LANGUAGE.

Dictation, Story Telling, and *Choice of the right inflected form* may still be the subject of brief exercises less frequently given than before. [pp. 11-13.]

Letter Writing.—Most of the written exercises of whatever kind may take the form of letters, thus affording practice in the use of correct forms. [pp. 14-33.]

Narrative Writing.—To be continued, use being made of historical reading especially. Use suitable outlines to secure a logical method. [pp. 34-40.]

Descriptive Writing.—Geographical and scientific descriptions continued and extended. The field here is large and interesting.

Give exercises in the use of technical words and in definition making. [pp. 41-45.]

Call for descriptions of *plants, animals, and artificial products*, suitable outlines being used. [pp. 49-54.]

Synonymy.—Properly taught, this study will greatly increase the vocabulary of the child. Words, however, should always be used in connection with other words. Short sentences from reading books may be paraphrased. [pp. 63-68.]

Technical Grammar.—(a) Begin the *analytic study* of the sentence.

(b) Explain what is meant by *elements* of the sentence.

- (c) Show how the various *modifiers* are classified.
- (d) Begin the study of the *parts of speech*.
- (e) Teach *kinds, forms, and uses* of the *noun*. [pp. 77-178.]



EIGHTH YEAR.

Seventh Year in schools having the **eight-year** course.

[Pupils will use "English Grammar and Composition," to which reference is frequently made below.]

In general. — Directions given for previous grades still apply. Teachers should be familiar with what has been taught in lower grades. Tests will show how hard it is to fix correct habits of speech and writing, and will reveal the necessity of continual *practice* upon letter and word forms, punctuation, etc. For this purpose continue *Dictation Exercises*.

Letter Writing. — Business letters may be written, using a three-line address corresponding to that used on the envelope. Practice envelope addressing and the folding of letters. [pp. 21, 27.]

Narrative Writing. — All needful practice may be obtained from historical topics, care being taken to secure an orderly treatment. *Personal Experiences* may be narrated. [pp. 34, 35.]

Biographical sketches of prominent historical characters may be written. Follow outlines and explain the use of them. [pp. 36-39.]

Descriptive Writing. — In addition to exercises of the kind previously suggested, persons, places, natural scenery, natural phenomena and forces, landscapes, edifices, machines, occupations, and processes of construction, etc., may be described. [pp. 46-55.]

Worthy pictures may be studied and described. [p. 55.]

Synonymy and Paraphrasing are to be continued and extended. Practice may be given in the transformation of verse. [pp. 63-72.]

Study of Good English. — Choice extracts of prose and poetry may be studied with especial reference to the figures of speech, historical allusions, etc. [pp. 73-76.]

Technical Grammar. — A review is to be made of the work of the previous year, and the study of the structure of sentences is to be continued.

The *Pronoun*, the *Adjective*, and the *Verb* are to be studied with reference to *Kinds*, *Forms*, *Uses*, and *Errors in Using*. [pp. 179-261.]

What may have been previously taught regarding correct forms as a matter of euphony becomes now a study of rules and good usage.

NINTH YEAR.

Eighth Year in schools having the **eight-year** course.

[“ English Grammar and Composition ” will still be used.]

In general the work of this grade is to review previous methods and principles, and to extend their application. Additional and more advanced exercises must be given upon points that the pupil has begun to understand.

Make the structure of sentences familiar by giving practice upon all phases of it. Let the uses of inflected forms and the choice of the right word receive continued and careful attention. [pp. 57-63.]

Written Language. — Continue practice in the writing of familiar and business letters. Telegraphic brevity may be studied as a form of condensed expression, and formal

notes of invitation and acceptance may be written ; but in these encourage the use of original expressions, and teach that it is better to write gracefully and to the point than merely to follow a stiff model.

Exercises in *Narrative* and *Descriptive* writing in some one of their many forms should be prepared weekly.

Synonymy, Paraphrasing, and Variety of Expression should receive much attention. [pp. 299-301.]

Study of Good English. — Make at least one selection for study from each of these leading American authors : Irving, Prescott, Bancroft, Motley, Emerson, Lowell, Bryant, Longfellow, Whittier, Holmes, — and require a brief biographical sketch of the author. British authors may be added. Try to make the beauties and graces of expression felt, if not discovered. [See Index, under Literature.]

Technical Grammar. — The study of the parts of speech in detail, with reference to *Kind, Forms, Uses, and Abuses*, should be completed. This includes the *Adverb, Preposition, Conjunction, and Interjection*, as well as *Participles* and *Infinitives*. [pp. 261-299.]

A **General Review** of the whole subject, as related to the structure of sentences and the uses of words, should be made, and the rules of punctuation should be applied.

Pupils at the end of their grammar-school course, provided the foregoing outlines have been followed, should be able to talk or write freely and correctly, as well as intelligently, within the range of their knowledge ; to give reasons for forms of expression used ; and to discriminate fairly well in their choice of the right word.

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